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Tertullian, Prudentius, Bernard of Cluny, and Thomas a Kempis, not forgetting the inscription upon the "sepulcrum hau pulcrum pulcrae feminae", nor the testamentum porcelli? Why reserve all the tidbits for the occasional student of Roman literature, meanwhile convincing the masses of Latin students that Latin is insufferably dull and that nobody with red blood in his veins would elect it after the stupid days of its requirement are past? Must the traditional curriculum be preserved at any cost?

Perhaps the question is a more practical one than we realize. Curricula are changing. Latin, like Greek, is being jostled from its occupancy of the middle of the road. Doth it not behoove the pedagogical divinities of the Classics for the nonce to set down their ambrosial cups of scholarly investigation, and, forsaking temporarily their intermundian spaces, to descend among men, take human counsel, and observe whether in the unceasing downward procession of the atoms there are any tokens of a speedy dissolution of the world which they have hitherto known?

If the readers of this paper detect in it signs of heterodoxy, it remains for them, as for all seekers for real values, after washing away the useless matter, to discover, underneath, those shining grains of truth which heterodoxy is ever wont to contain.

WESLEYAN UNIVERSITY

KARL P. HARRINGTON

REVIEWS

A Students' History of Greece. By J. B. Bury. Edited and Prepared for American High Schools and Academies by Everett Kimball, Associate Professor of History, Smith College. New York: The Macmillan Company (1907). Pp. xviii + 377. 65 Illustrations; 43 Maps.

Those who were introduced to English history through the medium of a small black volume known as 'Collier's' are grateful to that author for at least one 'feature' of his text-book, namely, the prominence he gave to the names of the sovereigns, and their division into dynasties. After groping through a mist of British, Roman, Saxon, and Danish rulers, he came over with the Conqueror into his realm, thereafter fairly revelling in Williams, Henries, and Edwards (whose cognomina were all sorts of Roman numerals), and making not the slightest fuss about knowing the difference between a genuine Lancastrian and one who was merely a Plantagenet or a Tudor. Other histories have their mile-stones also. The Roman is divided by forms of government, and by centuries, the French, perhaps, by the European influence exerted by the nation, the American, by epochs between notable events. But if the student needs such aid more in the case of one nation's history than in that of another, he needs it surely in the case of the ancient Greeks. Such a clue is provided by epochs in the history

of Athens, a state to which it is not difficult to relate almost all events in the ancient Greek world. And while most writers of histories of Greece intended for school and college use have laid more or less stress upon the relations of Athens to the prominent events of which they write, I have seen no text-book superior in this respect to Professor Kimball's edition of Bury's history.

The book consists of twenty chapters. Of these the first four may be considered introductory. Then follow ten in which, while nothing important in the Greek world is omitted, the history of Athens is given from the beginning of the state to the fall of her empire. The attention then wanders in turn to Sparta, to Thebes, and to Syracuse, seeking the new panhellenic leader, until finally the star of mastery is seen to stand above Macedonia. Surely nothing could be clearer, or more satisfactory to the beginner. The clear, forcible language of Professor Bury has been retained in this edition. The editor says in his preface: "In preparing this edition, I have confined myself chiefly to excision, although in places a somewhat different arrangement of material has been adopted. No statement of fact has been changed, and as far as possible the author's exact language has been retained. This is especially true in the chapters dealing with Alexander, where, to keep the spirited account of the original, the proportion of this revision may have been sacrificed". Dr. Kimball has added a number of valuable maps, and the book also contains some well-chosen illustrations which add interest and clearness to the volume, without being numerous enough to detract from the continuity of the text. Students will also be glad to note at the end of each chapter brief suggestions for supplementary reading. References are given to the History Syllabus for Secondary Schools. The index is serviceable, but the publishers might profitably have seen to the marking of the accented syllable in the names of persons and places, as was done in their Botsford's History of Greece. The book is clearly printed on heavy paper, with black type for section topics, and with marginal dates. It is a work which should be of great service in laying a solid foundation for the study of Greek history.

BARRINGER HIGH SCHOOL, Newark, N. J. W. W. KING

Caesar, Gallic War, Books I-IV. By Harold W. Johnston, Indiana University, and F. W. Sanford, University of Nebraska. Boston: Benj. H. Sanborn & Co. (1906). Pp. lx + 359 + 98. The book is physically compact, sound and strong, and feels good in the hand. The type is clear, the page varied and attractive. The cuts are few, but well-selected. The life of Caesar and the military notes are simple, interesting and adequate. The

maps are too poor, being indistinct from the hatching used to indicate every range of hills.

As to content, when classes contain some pupils who are to be examined for college on the first four books and some who will be examined on unseen Caesar or Nepos, most teachers would prefer a text book containing at least the more interesting parts of later books.

The notes are well-judged. The suggestions about construction and translation are not so numerous as to discourage, nor so niggardly that they will not repay a pupil who is looking for practical assistance. They are likely to secure a maximum of attention.

The tables of synonyms and contrasted and related words will aid a teacher who takes up the subject in systematic study, but, placed as they are, pupils will learn little from them incidentally in the study of daily lessons. Unambitious scholars learn little in that line at best; but others will pick up a good deal of interesting information if it is *put in their way at the moment of interest and contact*—that is, they will, if rewarded for it by appreciative questions from a wide-awake teacher. For a similar reason, a vocabulary, still simple and clear, but *richer*, would be desirable.

The use of heavy-faced type for first occurrence of words, although it may serve the teacher occasionally to point a moral on the value of a good memory, remedies no difficulty. A footnote referring to a nearby passage, already familiar, where the word has been used, is more likely to prove helpful.

Now that more exact data on the secondary school vocabulary are accessible, school texts should contain good drill vocabularies of the best 500 words, suitably distributed through the year's work and conveniently printed for memorizing.

Improvement in text books has too often taken the form of mere addition, instead of better selection and arrangement. Hence to teachers who are under the influence of a reaction against editions which they feel to be too bulky, too rich in material and illustration, overloaded in notes and vocabulary, this edition can hardly fail to be attractive.

THE HAVERFORD SCHOOL, Haverford, Pa. F. A. DAKIN

If the columns of *The Classical Weekly* are open to a seemingly unsavory subject, it may not be amiss briefly to call the attention of the readers to a paper by Professor Bethe in *Rheinisches Museum* LXII on *Dorische Knabenliebe*. The subject naturally forbids our following the learned author into details. But while Mr. Bethe adduces abundant proof for his conviction that the association of men with boys in Doric communities was truly homosexual, the importance of the paper lies in a far different field. No classicist has ever escaped the charm of Plato's *Symposium*, or of

Sappho's ardent love poetry. But in the endeavor to idealize Hellenism, few of us have realized the true condition underlying these productions of genius. That it is the office of true historical research not to judge, nor to excuse, but to understand, is the motive prompting Bethe. With this intention, he has traversed the field, and the result is indeed surprising. For it reveals to us a religious substratum under what would seem to be, at first blush, simply a moral perversity, which for this very reason has hitherto often been represented as an Oriental importation. It is Bethe's great merit that for the first time he has placed this phenomenon in its proper connection. Rightly, he compares it with the institution, generally adopted by primitive tribes as well as by civilized nations all over the globe, and which ultimately is at the root of our own fraternities, orders, and what not, the association of men with boys which has been so masterly treated by Heinrich Schurtz in his book on *Altersklassen und Männerbünde*, too little known in this country. And with convincing arguments Mr. Bethe traces back the root of all these institutions to the religious, or, if you prefer it, superstitious belief, that it is possible to transfer the characteristics, mental, as well as corporeal, of one individual to another by actual bodily contact. This belief underlies many apparently repulsive customs, as that of cannibalism, and in the story of David and Bathsheba has even left its imprint in the Bible. We ought to feel grateful to Professor Bethe that he did not shun the odium of investigating an unsavory subject. If we admire Rhode's immortal *Psyche* for the revelations which it gave us of primitive traits in the Greeks of the best times, surely we ought not to find fault with Bethe for carrying the torch into a field which has produced, after all, such fine flowers of poetry as, in the last resort, the Nisus and Euryalus episode in the *Aeneid*. E. R.

Visitors to the Metropolitan Museum of Art certainly often stand admiringly before the war chariot exhibited in the bronze room. Some years ago, when the chariot was first exhibited, The Latin Leaflet called the attention of its readers to its beauty. At that time the author of the article also expressed his conviction that the label put on the exhibit was misleading, since it was certainly not Etruscan, but pure Greek work. The same opinion was expressed by Professor von Duhn in a letter to the present writer. Since the label has not been changed, it may be well to call once more the attention of our readers to the chariot. It has in the meanwhile been discussed by the greatest authority in the field, the late Professor Furtwängler, at the occasion of the publication of the chariot in Brunn-Bruckmann's *Denkmäler* (586-587). He, too, considers the bronze to be pure Ionian, although in